

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
AND
Superintendent of Schools



OF THE
TOWN OF SOUTHBRIDGE

For the Year Ending December 31, 1958

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AND
SUPERINTENDENT OF SCHOOLS
SOUTHBRIDGE, MASSACHUSETTS

DECEMBER 31, 1958

THE SOUTHBRIDGE SCHOOL COMMITTEE

1958 - 1959

Louis VanDernoot, Chairman, 45 Westwood Pkwy	1959
Lorenzo Beaupre, 131 Central Street	1960
Armand Bellerive, 176 Dresser Street	1959
Edgar J. Bourgeois, 42 Goddard Street	1960
Mario DeAngelis, 12 Lebanon Hill	1960
Dr. Ralph R. Racicot, 192 Chapin Street	1961
Belmore St. Amant, 401 Elm Street	1961

MEETINGS OF SCHOOL COMMITTEE

The regular meetings of the School Committee are held on the first Tuesday of each month at 8:00 P. M. in the office of the Superintendent of Schools, Mary E. Wells High School Building.

There are no regular meetings in July and August.

SUPERINTENDENT OF SCHOOLS

Robert L. Fox

Residence: 46 Columbus Avenue Tel. 4-8400

Office: Mary E. Wells High School Tel. 4-3285

SECRETARIES

Margaret R. Connolly, 14 South Street Tel. 4-6513

Mrs. Leona Lavoie, 62 Glenwood Street Tel. 4-6733

The Superintendent's office is open from Monday through Friday, from 8:30 A. M. to 5:00 P. M.

SCHOOL PHYSICIANS

Dr. William Langevin, 24 Everett Street Tel. 4-7358

Dr. Adah B. Eccleston, 62 Elm Street Tel. 4-8141

SCHOOL NURSES

Mrs. Lottie A. LeBlanc, 54 Westwood Parkway Tel. 4-3359
 Mrs. Pauline Boucher, 13 Edwards Street Tel. 4-7772

SCHOOL CALENDAR

Winter term, seven weeks January - 5 February 20
 Spring term, seven weeks March 2 - April 17
 Summer term, eight weeks April 27 - June 24
 Fall term, sixteen weeks September 9 - December 23

NO-SCHOOL ANNOUNCEMENT

The official No-School Announcement for all schools will be given over Stations WESO, WTAG and WAAB at 7:00 A. M. and 7:45 A. M. There will also be two sets of eight blasts of the fire siren at 6:45 A. M. When it is necessary to make such a decision in the morning, schools will be closed for the entire day.

ENROLLMENT OCTOBER 1, 1958

Grades	5-7		7-14		14-16		16-Up		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	91	71	12	2					103	73
2	11	9	88	87					99	96
3			89	88					89	88
4			80	86	1				81	86
5			120	79	1				121	79
6			106	103	1				107	103
7			75	106	6	3			81	109
8			58	68	20	11		1	78	80
9			9	18	57	58	3	6	69	82
10				6	51	74	13	12	64	92
11					15	21	40	51	55	72
12					3	9	40	47	43	56
Trade			2		68		85		155	
Special			18	6	3	2			21	8
Total	102	80	657	649	226	178	181	117	1166	1024
Total Southbridge Public Schools										2190
Total St. Mary's School										288
Total Notre Dame School										846
Total Ste. Jeanne d'Arc School										247
Grand Total (all pupils attending school in Southbridge)										3571

FINANCIAL STATEMENT

	Appropriations	Expenditures	Reimbursements	Balance on hand Dec. 31, 1958
Salaries	\$524,174.00	\$521,752.62		\$2,421.38
Other Expenses (Including Transportation, Tuition, Medical Expenses, Textbooks, Supplies, Operation and Maintenance of Plant, Equipment, Capital Outlay, etc.)				
Contingency	153,186.00	153,182.90		3.10
Audio-Visual Aids	5,000.00	5,000.00		
Music	2,000.00	2,000.00		
Playgrounds	1,500.00	1,500.00		
Driver Education	4,000.00	4,000.00		
Federal Lunch Program (Cafeteria)	1,500.00	905.55		594.45
Smith-Hughes Fund	3,000.00	3,000.00		
General Athletic Fund	1,283.00	1,283.00		
School Planning Committee Account	2,369.36	1,996.10		373.26
State Aid for Schools (Chap. 70 as Amended 1948 Chap. 643)	5,489.60	2,632.63		2,856.97
Vocational School, State Grant			121,933.91	
High School Tuition			37,162.73	
Elementary School Tuition			815.88	
Vocational School Day and Evening			240.12	
Tuition and Transportation				
Refund Retirement Board (Military Leave) ..			7,630.14	
Cole Trade High School — Clerical Services,			590.72	

Veterans' Reports	75.00
Transportation Vocational Pupils	172.80
Reimbursement — Vocational Tuition	610.94
Reimbursement — Special Classes (Mentally Retarded Children)	7,818.23

TOTALS	\$703,501.96	\$697,252.80	\$177,050.47	\$6,249.16
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IN BRIEF:

Total Expenditures	\$697,252.80
Total Receipts to Town Treasurer	177,050.47
NET COST TO TOWN	520,202.33

A detailed financial statement will be found in the Town Accountant's report.

SCHOOL PERSONNEL

The name, date of appointment, and degree appear in that order.

Robert L. Fox—1954	M.Ed.
Clair Birtz—1937	
Judith Brockway—1958	B.S.
Gail Griffin—1957	B. Music
Lewis Kyrios—1938	D.Ed.
Gilbert Lamarre—1954	M.Ed.
Paul Sweet—1950	

Mary E. Wells High School

James M. Robertson—1937	D.Ed.
Edward Desroches—1949	M.Ed.
Nora Adams—1947	Secretary to Principal
Pauline Aucoin—1921	B.S.
Kathryn Beauregard—1922	M.A.
Rose Brodeur—1939	M.A.
Eva Casavant—1933	M.A.
Laura Chapman—1953	A.B.
Constance Coderre—1929	B.S.
Shirley Demirjian—1957	B.S.Ed.
Paul Duhart—1949	M.Ed.
Thecla Fitzgerald—1926	M.Ed.
Francis Flanagan—1956	B.S.
Robert Hart—1952	M.A.
Elizabeth Haynes—1958	B.S.
Persis Howe—1930	B.S.Ed.
John Kowalski, Jr.—1955	B.A.
Barbara Kyrios—1940	B.S.
Constance E. Langlois—1958	B.A.
Harry J. McMahon—1926	M.A.
Fayne McMaster—1956	A.B.
Donald Marino—1958	B.S.
Dr. Theodore Mathieu—1957	Ph.D.
Maureen Moriarty—1957	B.A.
William Nickerson—1941	B.S.
Ernest Pappas—1957	A.B.
Anthony Sapienza—1954	M.Ed.
Frances Troy—1927	B.S.Ed.

Cole Trade High School

Raymond L. W. Benoit—1949	M.Ed.
Frank P. Skinyon—1934	B.S.
Maureen Prokos—1946	Secretary to Director
Elsie Hofstra—1933	Clerk
Robert V. Beals—1957	M.A.
George Braman—1938	M.A.

Anthony Chlapowski—1956 B.A.
 Walter J. Glondek—1938
 David Knight—1956
 Lucian Manchuk—1956
 William B. Paul—1942
 Lawrence F. Swenson—1932
 Edwin J. Waskiewicz—1952

ELEMENTARY SCHOOLS

R. Joseph Racine—1944 M.Ed.

Charlton Street

Camella Dintini—1940 M.Ed.
 Helen Golden—1948 A.B.
 Claire Kirk—1949 A.B.
 Sylvia LeBlanc—1958 B.S.
 Joan Little—1957 B.S.
 Bernard Pouliot—1955 M.Ed.
 Ruth Sampson—1930
 Dorothy Sheriff—1945
 Marie J. Saunders—1924
 Agnes Stone—1958

Marcy Street

Anita Sfreddo—1953 B.Music
 Mary Chauvin—1958 B.S.Ed.
 Alice Dion—1926
 Faith Dostal—1956
 Josette Dupuis—1948 A.B.
 Edith Manzi—1957 B.S.
 Eva Salviuolo—1943 B.S.
 Celestine Sweet—1932 B.A.

Mechanic Street

Dorothy Locke—1954
 Lorene Fierro—1954 B.S.
 Kathleen Marino—1958 A.B.
 Marie Skaza—1949

* * *

Raoul Lataille—1939 M.Ed.

Eastford Road

Constance L'Ecuyer—1940 M.A.
 Laurenda Boyer—1927
 Irma Buckminster—1957 B.S.
 Bertha Foley—1912

Irene Gough—1914	
Myrtle Jodrey—1944	
Eunice Maloney—1958	B.S.
Julia Morrill—1914	
Christo Nasse—1958	B.S.
Anne L. White—1958	B.S.

Pleasant Street

Patricia Callahan—1939	M.Ed.
Elizabeth Curtis—1944	M.Ed.
Marjorie Duminie—1957	B.S.
Mary Winston—1951	

West Street

Vincent Puracchio—1950	M.A.
John R. Bower—1958	M.Ed.
Kathleen Burns—1958	
Myrtle Harrald—1957	
Robert Kirk—1958	
Martha Koprowski—1954	B.S.
Madelene Proulx—1954	B.S.
Myrtle Snow—1957	
Edward Stemme—1957	B.A.

Special Teachers

Stanley Naumnik—1954	
Clara Reed—1941	
William E. Rinehart—1952	B.S.

Cafeteria Personnel

Edith Freeman—1953	Manager
Viola Galligan—1953	
Irene Gates—1954	
Isabel Laforce—1953	
Claire Ventura—1958	

Change of Teachers

Resigned

Ralph Farmer—June	Mary E. Wells High School
Joseph Christopher—June	Mary E. Wells High School
Theodore Finnerty—June	Eastford Road School
Yolande Augusto—June	West Street School
Raymond Fell—June	West Street School
Rita Hennen—November	West Street School
Elizabeth Lathrop—June	West Street School
Anne Skudlark—June	West Street School

Ruth Huson—June Eastford Road School

Leave of Absence

Everett Holmes—June Mary E. Wells High School
Gwen Kuszewski—April Charlton Street School
Elizabeth McGrath—April Charlton Street School
Thomas Mahoney—June Eastford Road School
Mary Puracchio—June Eastford Road School
Dorothy Berthiaume—June Charlton Street School

Appointed

Judith Brockway—Sept. Music Supervisor, Grades 7-12
Elizabeth Haynes—Sept. Mary E. Wells High School
Constance Langlois—Sept. Mary E. Wells High School
Donald Marino—Sept. Mary E. Wells High School
Eunice Maloney—Sept. Eastford Road School
Christo Nasse—Sept. Eastford Road School
Anne L. White—Nov. Eastford Road School
John Bower—Sept. West Street School
Robert Kirk—Sept. West Street School
Kathleen Burns—Dec. West Street School
Agnes Stone—Sept. Charlton Street School
Sylvia LeBlanc—Sept. Charlton Street School
Mary J. Chauvin—Sept. Marcy Street School
Kathleen Marino—Sept. Mechanic Street School

Change of Janitors

Retired

John B. Craite—March Cole Trade High School

Appointed

Eugene Ledoux—April Cole Trade High School

Janitors

Joseph Brouillard—1954 Head Janitor
Telephore Beauregard—1957 Mary E. Wells High School
Anatole Bombardier—1957 Mechanic and
Pleasant Street Schools
Wilfred P. Gauthier—1952 West Street School
Adelard Lavallee—1952 Marcy Street School
Eugene Ledoux—1958 Cole Trade High School
Theophile Leduc—1943 Charlton Street School
Joseph Moore—1941 Eastford Road School
George St. Martin—1953 Mary E. Wells High School

REPORT OF THE SUPERINTENDENT OF SCHOOLS FOR 1958

To the School Committee and Citizens of Southbridge:

I hereby submit my fifth annual report as Superintendent of the Southbridge Public Schools, it being the sixty-seventh in a series of such reports.

This report each year is one of the few mediums through which a Superintendent may convey to you, the citizens of the community, an account of what has been achieved in the public schools during the past year. It is an opportunity to place before you the major aims, the needs, the accomplishments, and the activities of our school system at the present time. We, who are responsible for the formal education of the young people of Southbridge, realize that our success in this endeavor will be more assured if we have the interest, the confidence, and the support of all the citizenry. Therefore, we urge you to read the following pages that you may become better acquainted with what we are trying to do; that you may have a greater knowledge of some of our problems; and, as a result, that you may be in a better position to assist where assistance is needed.

School Enrollment

For the past several years the report of the Superintendent has emphasized the need for school building expansion. This need, stimulated by a slow, inevitable growth in public school population, is now at a critical stage. The enrollment at Mary E. Wells High School has increased from 393 on October 1, 1954, to 533 on the same date in 1958. We anticipate that the number of pupils in the four years of high school on October 1, 1959, will be 560. Grades 5, 6, and 7 average 200 pupils so that no respite is in prospect for a number of years to come. Indeed, by 1962 we shall have, and this is a minimum estimate, 600 in our high school.

When the three large elementary schools were erected some twenty years ago, it was possible to transfer the eighth grade classes which had been housed in the high school to the new buildings. Following the Second World War, there was a remarkable growth in the number of births, a fact that was destined to affect school planning in all communities. In 1952 the eighth grades in Southbridge were moved back to the high school building because the high school population had decreased from 625 in 1939 to 470 in 1952; thereby, allowing relief for increasingly crowded conditions in the grades. Now the pendulum is swinging again. Last September, one eighth

grade was assigned to a room at Charlton Street School, the last available room in a grade school building. Even so, there are about 700 pupils in the high school building. The present seventh grade, without the thirty or so who will remain at Charlton Street School as eighth graders, is so large that it will be impossible to accommodate all of them in the high school building. Therefore, as it appears at this moment, it will be necessary to have double sessions in some of our grades next year or to use the elementary school gymnasium as classrooms. However unpalatable it may be and however much may be lost in educational time and achievement to the pupils involved, the solution is inescapable. **WE ARE SHORT OF SPACE.**

The eighth grade has been transferred twice in the past twenty years and is gradually going through the same transition now. It must not be thought, however, that this elasticity will continue unless new spaces are afforded. The average enrollment for our first eight grades is 184 pupils. If the Southbridge School Committee decides to begin the double sessions in September of 1959 by having seventh grades and eighth grades use the same rooms at different times in the day, it will be just the beginning of an era of decreased educational offerings which will grow with each succeeding year until sufficient room is provided to accommodate all the pupils properly.

School Building Planning

The School Building Planning Committee which was re-appointed at the Annual Town Meeting of 1958 proposes to present a plan for a new high school before the coming Town Meeting in March. The plan includes an addition of classroom and shop space for Cole Trade High School. The new building would be erected on the piece of land, owned by the Town, in the rear of Cole Trade High School and would provide modern educational space for 600 high school pupils.

This is the third time in seven years that committees representing the Town have, after extensive investigation of all possibilities, concluded that, since expansion is an admitted necessity, a new high school would best serve the interest of the community. The educational possibilities of the present high school building have been developed to their highest potential during the past few years. A new science laboratory for Chemistry and Physics has been installed. Space for use as a library is available, completely furnished for this purpose, as soon as the exodus of eighth grade classes takes place. The School Committee has made extensive purchases of new equipment for the Commercial Department. And yet, our offerings must, because of the limits of the physical plant, be

somewhat less than those which prevail in a modern secondary school. More science laboratories, one for biology and another for general science, are needed. The lack of a gymnasium eliminates the opportunity for classes in physical education. The music and art programs are handicapped because of limited space.

With few exceptions, and these are notable because of their rarity, the hundreds of Southbridge residents who have taken the time during the past five years to investigate the situation have agreed that a new high school is the best solution both from the point of view of long range educational planning and in terms of economic investment.

Administrative Changes

There has been considerable discussion during recent years at meetings of the Southbridge School Committee regarding the subject of elementary school administration. A survey made in February, 1958, of 36 towns in Massachusetts with populations of from 10,000 to 20,000 people indicated that, on the average, a supervising principal in an elementary school had administrative jurisdiction over sixteen classrooms. In some cases a single supervisor was in charge of elementary schools. In Southbridge there were at that time, and had been for some years previous, four supervising principals, each of whom had an average of nine teachers on his or her staff.

The School Committee subsequently adopted a policy by which there would be two elementary supervisors, each in charge of three elementary schools. Mr. Raoul Lataille was named supervisor of West Street School, Eastford Road School, and Pleasant Street School, while Mr. R. Joseph Racine was placed in administrative charge of Charlton Street School, Marcy Street School, and Mechanic Street School. These two supervisors work in close cooperation with each other and with the Superintendent in matters of policy and curriculum.

The advantages accruing to the change are these:

1. There is better administrative control over elementary schools.
2. It is possible to have more equalized curriculum objectives.
3. Curriculum is being strengthened because supervisors have greater opportunity for discerning weaknesses in instruction.
4. The total level of achievement and of discipline is being raised.
5. There is a greater feeling of unity.
6. We have eight elementary people in administration instead of six, and a greater contribution can be expected from key people in the system.

7. It is a closer administrative organization. The supervising principals are in contact with the Superintendent on every school day.
8. A welcome but incidental advantage of the adjustment in administration is the financial gain. The four supervising principals averaged \$5,200 in salary for a total of \$20,800. The newly appointed supervisors receive \$6,000 apiece in basic salary or \$12,000 in total. It was possible to increase the per room differential for teaching principals from \$25 to \$40, which is more nearly the amount allowed in other communities, and still show a saving of more than \$6,000 annually.

It would not be completely true to state that the change has been made without some difficulty. Adjustments will have to be made as the new system gains momentum. It will be necessary to evaluate the situation as it proceeds and to decide upon the areas of responsibility for teachers, teaching principals, and supervising principals. We feel certain that the change will be of great advantage to our school system if the wholehearted support and cooperation of all concerned is guaranteed.

Classes for Exceptional Children

Rapid Learners — Fifth Grade

After a year of study by a committee of teachers and principals, plans were formulated in the spring of the current year to start a class for rapid learners in the elementary grades. Included in the recommendations of the committee were the following:

1. That the project begin in the fifth grade and continue through the eighth. The fifth grade is the beginning of the second four-year period in a twelve-year program. At that time in a pupil's school life enough test results are available to give an adequate impression of his ability.
2. That conversational French be included in the curriculum. This is an attempt to give these young people a start toward mastering a second language. Few pupils who take the complete high school course in French acquire the ability to carry on a conversation in the language. Perhaps beginning these pupils so much earlier in life will give them the necessary background to make full use of French.
3. That the pupils selected by the usual criteria be allowed to proceed, in so far as possible, at their own potential rate of learning. The criteria used were (1) the results of tests in native intelligence, (2)

academic achievement, and (3) attitude and willingness to work hard.

The parents were assured that this class is not an experiment. Regardless of what may happen in the future, this class, except for those who fail to live up to their promise, will remain intact through the eighth grade. This does not mean that they may enter high school a year earlier than others who are in the fifth grade at present. It does mean that we expect them to be better prepared for a high school course which will be more demanding upon them than the usual secondary school course.

Pupils in the fourth grade at the present time are being tested so that a similar class may be organized for the beginning of next year. We wish to impress upon parents the fact that the approach to this situation is a purely objective one.

A class of regular size of the most capable pupils will be selected. Among the children with the highest intellectual potentiality we shall select those who have demonstrated that they can and will live up to that ability as shown by their achievement in the first four grades.

Rapid Learners — Ninth Grade

By a similar method and with the same criteria, the best students of last year's eighth grade have been placed in one group as freshmen. Their course of study includes five college preparatory subjects instead of the usual four. They are taking elementary algebra, plane geometry, English, science, and a foreign language. This plan will permit them to study intermediate algebra next year, and solid geometry and trigonometry during their junior year, leaving them the opportunity to study advanced or college mathematics during the senior year. Advice of technological colleges will help determine the content of the fourth year course.

Since these pupils are all of high ability, there is inherent in the situation a high degree of competition which we anticipate will result in a deeper knowledge of all subjects. The four years of English, for example, should effect far better preparation than can be procured in classes composed of pupils with mixed abilities. If colleges are going to be faced with a shortage of space and if the numbers seeking entrance will be so great that colleges will have to be more selective, then we must prepare for that challenge.

Preparation for education beyond high school is not limited to this group. In all, 102 of 150 freshmen are in the college preparatory division.

Slow Learners

Pupils who find it difficult to maintain the pace of a regu-

lar class have been given special consideration by laws passed by the General Court in the last five years. Those with intelligence quotients of 50-79 are classified as retarded but educable, while those whose tests indicate an intelligence quotient of 20-49 are considered retarded but trainable. Children who register below the 20 mark are custodial cases and are the responsibility of the State Department of Health rather than that of a local school system.

The Southbridge school system uses the following procedure: If a child shows through achievement and group testing that he may belong to either of the retarded groups and if his adjustment to his situation in a regular class seems to coincide with the testing results, the case is brought to the attention of the principal of the building who, in turn, requests that the pupil be given an individual test.

Information on general testing, class achievement, social adjustment, and individual testing are then brought to the attention of the Superintendent of Schools who, with the assistance of the Guidance Director, makes the final decision on class assignment. This decision must stand because every precaution will have been taken to protect the welfare of the child in question and the group of which he has been a member.

There are two classes for slow learners in Southbridge, both in the retarded but educable classification. Eighteen pupils whose ages range from 7-12 form one group, and thirteen whose ages range from 13-16 form the second. The law limits membership in such a class to eighteen.

According to the latest census, there are seven children in the trainable classification in Southbridge, and attempts are being made constantly to obtain a teacher for this group. Of twenty-one graduate students preparing for this special type of work at Fitchburg State Teachers College, only three are planning to teach pupils in the trainable category. Since Fitchburg is the chief source of supply of such teachers, the three preparing to teach next September will have numerous offers; but the Southbridge School Committee is determined to do all it can to interest a qualified teacher in the Southbridge opportunity.

Renovations and New Furniture

The following renovations and purchases of new furniture were made during the year:

1. During the past summer the last of four sanitary rooms planned for the high school was completed. This project has been in progress for four years, and the antiquated, dingy facilities that were in use at that time have been replaced by modern, newly painted and well-lighted rest rooms, two for boys and two for girls.

2. The large room on the third floor of Mary E. Wells High School, previously known as the Study Hall, has been partitioned so that we now have an adequate room for visual aids as well as ample space for a library. The proposed library is furnished for the purpose. Unfortunately, it must still be used as a homeroom and as a study hall because of crowded conditions.
3. The Chemistry and Physics Laboratory has been renovated and furnished with the most modern equipment. This was a long step forward.
4. A new small room with a seating capacity for twenty pupils has been created in the rear of the typing room, thereby lessening scheduling difficulties.
5. New lights have been installed in five rooms bringing the total for the project begun two years ago to ten. It is planned to make similar improvements in four rooms this year and to continue until the building is properly equipped with lighting facilities throughout.
6. Three classrooms were refurnished this year. In all, including the proposed library and the science laboratory, thirteen rooms now have furniture purchased during the past four years.
7. A piano was purchased for the auditorium. The old piano is being repaired for supplementary use, and a new curtain has been ordered for the stage. The Class of 1958 donated \$100 toward the new curtain.
8. The refurnishing of Charlton Street School was completed with the purchase of two rooms of furniture.
9. The inside of Eastford Road School was weather-proofed, bringing to an end the seepage of moisture during bad weather, which was a troublesome problem. More work was done to extend the playing surface in the yard of this school.
10. Fire escapes have been installed in the basement of Mechanic Street School in accordance with a request made by the Chief of the Fire Department.

School Safety

As this report is being written, recommendations from the State Building Inspector are being prepared as a result of a two-day visit paid by him to the Southbridge school buildings. Preliminary conversations with him indicate that considerable changes within our buildings will have to be undertaken if we are to meet state safety requirements. These changes will include the construction of fire screens in some buildings, the replacement of fire screens in others, the installation of screen glass in classroom doors to replace plain glass, and the provision of a fire-proof storage space under Charlton Street School. It is

impossible to estimate costs at this time, but the work will have to be done, or the buildings will not be licensed for school purposes.

Teacher Recruitment

The acquisition of teachers to replace those who resign or retire is becoming increasingly difficult. At the moment, we know that there will be six vacancies at the end of this year and have, at this time, succeeded in filling but two of them. This is a serious matter because most college seniors interested in teaching are committed before February first. We have two teachers on leave working with army children in Europe, and their return in the fall will be most welcome. With the usual number of resignations anticipated at the close of the school year, however, the problem must be obvious to everyone.

* * *

REPORT OF MARY E. WELLS HIGH SCHOOL

DR. JAMES M. ROBERTSON, Principal

In accordance with your request, my twenty-second annual report as Principal of the Mary E. Wells High School is hereby submitted.

The enrollment for the year 1958-1959, as of October, is divided as follows: Seniors—99, Juniors—127, Sophomores—156, Freshmen—151, Eighth Graders—132, Veterans—2, making a total of 667 students.

Program of Studies

Diplomas are granted upon completion of three different courses; namely, Academic, Commercial, and Civic-Social.

Seventy-three pupils were graduated on June 15, 1958, and their names are included in this report for the information of interested citizens.

Class of 1958

*Joseph Frank Adamick	George James Chicoloff
*Jean Phyllis Anderson	Stefanos Chrisikos
†Vivian Theresa Anderson	*Jacalyn Andrea Collette
†Alice Thomas Bellos	*Judith Ann Collette
*Carol Elaine Bernard	†Susan Kathleen Colognesi
†Chrisanthe Billis	*Marvin Fred Cook
†Marjorie Bliss	*Ronald Melvin Cotton
†Alanson Gray Bowen, Jr.	John Michael H. Curboy
†Richard Kenneth Bozzo	†Walter Edward Damian
†Marilyn Anne Bucknam	Judith Mary Davis
†Madeleine L. Caplette	James Louis Diorio
†Rita Ann Carmel	*Mary Blanche Dragon

John Francis Farland	*Dorothy Ann Orlowski
†Joseph W. Fitzpatrick, Jr.	*Linda Gertrude Powers
†Kathleen Ann Gallery	*Dorothy Ann Remian
*Susanne Yvonne Girard	Michael Kenneth Ryan
†David Franklin Harrald	*Joseph A. J. Salvuolo
*Maryellen Elizabeth Higgins	John Francis Serleto, Jr.
Carol Joyce A. Jankowski	Sharon-Lee Simpson
*Joan Sandra Jolda	†Helen Ann Skarani
John Dimitri Jovan	Patricia Louise Smith
Thomas Edwin Knowles	†Marion Snow
*Rona Louise Kress	*Carol Ann Soldani
Raymond Roch Lafleche	*Florence Jennie Steplowski
*Carol Ann Lamontagne	†Sandra Ann Strenk
*Karen Madeline Lavoie	Robert Joseph Sullivan
Christie Dhosi Lazo	Sylvia Muriel Sweet
*Victor Adelard Lefebvre	*Jeanine Patricia Tetreault
Rose Emma Leveille	Paul Noe Tetreault
*Wanda Victoria Liro	Constance R. Tremblay
†Curtis Charles Litchfield	†Jean Edith Undergraves
†Susan Ellen McMaster	†Frank Anthony Utakis
*Gilbert Monroe Martin	Anne Judith Volpini
*Richard Henry Mathews	†Judith Paine Wood
Noella Clair Miller	*Harold John Xanthakos
Rebecca Louise Miller	*Philip Roman Zelazo
Pauline Rose Millette	

*General Average of 80% or above for four years

†Members of the National Honor Society

The Southbridge Plan

An enriched program for rapid learners was inaugurated this year. The plan calls for a careful screening of ninth grade pupils. I. Q. tests, aptitude and achievement tests, and outstanding ability in all elementary school subjects were the factors used in selecting twenty-four students to undertake the program. Each pupil carries five major subjects each year while in high school and adds more advanced studies than usual in the senior year. The program is as follows:

9th Grade

English I
Algebra I
College Science
Latin I
Plane Geometry

10th Grade

English II
Algebra II
Biology

Latin II
French I

11th Grade

English III
Trigonometry (½ yr.)
Solid Geometry (½ yr.)
Chemistry
French II
World History

12th Grade

English IV

Advanced Mathematics

(Calculus and

Differential Equations)

French III

United States History

Physics

Twenty-four pupils were selected with the approval of the parents of these pupils. One pupil was dropped from the program in December 1958, but all other pupils are carrying the program successfully at the present time.

Improvements in the School Plant

There have been several major improvements in the school building. These include:

1. A second girls' lavatory installed on the basement floor.
2. Additional lockers purchased and installed on the second floor, bringing the total number of lockers to 330, affording locker space for 660 students.
3. Three additional rooms equipped with modern movable furniture; namely, rooms 110, 112, and 216.
4. The installation of modern lights in five rooms.
5. A remodeled science laboratory.
6. New furniture for the library.

Junior Red Cross

The Junior Red Cross is a service organization. This group, under the supervision of Miss Shirley Demerjian, gives aid and cheer to the destitute, the ill, and the unfortunate.

The work of this group with the veterans' organizations supplements the tremendous tasks carried on by the local, state, and national patriotic and philanthropic groups. In addition, the work of the Junior Red Cross is concerned with problems other than those of a local or national level. They have filled chests with supplies and have sent them to needy individuals of other nations.

Guidance Department

The work of the Guidance Department will be covered in the report of the Guidance Director, Mr. Gilbert Lamarre.

The Commercial Course

The commercial program includes: typewriting, bookkeeping, comptometry, filing, office practice, and all general business courses. The cooperative program with industry is still in operation. The course takes place in the last semester of the senior year and permits pupils to alternate work weeks with instruction weeks. The girls, four units of them, take places in reliable business institutions and have found this program most beneficial.

The equipment of the Commercial Department is kept at maximum efficiency. This year one IBM Key Punch Type 26 was rented and installed in the calculating room so that a limited number of business students can be trained to meet the needs of local industry. Each pupil has training for one period a day for five weeks which is equivalent to twenty-five hours. A total of fifteen pupils are able to receive this minimum amount of training this year.

The College Preparatory Course

The college preparatory course prepares students for all leading universities and colleges in the country. Many of the pupils receive large scholarships, a tribute to their own industry and a tribute to the excellent instruction of their teachers. Students from this course have entered such leading institutions as: Cornell, Connecticut College for Women, Brown University, College of the Holy Cross, Tufts, Dartmouth, University of Massachusetts, Boston University, University of Michigan, Worcester Polytechnic Institute, Clark University, Rensselaer Polytechnic Institute, Massachusetts Institute of Technology, Harvard, Smith College, Mount Holyoke, Wellesley College, Simmons College, Columbia University, University of Connecticut, University of New Hampshire, Williams College, Colorado College, Ohio State University, The College of New Rochelle, California Institute of Technology, Georgia Institute of Technology, Pennsylvania State College, Northeastern University, Westminster College, Bates, Missouri School of Mines and Metallurgy, Colby College, Purdue University, Carnegie Institute of Technology, plus most of the leading business colleges and nursing schools.

The Eighth Grade

The eighth grades of the school system are still housed in the high school building. This year it has been necessary, because of increased enrollment, to have four eighth grade homerooms in the Wells High School building plus one class of eighth graders housed at Charlton Street School. The pupils receive the program opportunities of the high school, and they are eligible for all high school activities, including sports.

Student Council Activities

The Student Council of the Mary E. Wells High School plays an important part between students and administration. This organization is under the direction of Miss Rose Brodeur. The values of the organization are manifold.

1. Pupils participate in or manage extra-curricular affairs.
2. Responsibility, initiative, and leadership are developed.

3. Proper student-faculty relations are promoted.
4. Training in worthy citizenship is furnished.
5. The general welfare of the school is promoted.
6. The internal administration of the school is aided.

The Fred E. Corbin Chapter of the National Honor Society

The local chapter of the National Honor Society, named in honor of the late Mr. Fred E. Corbin, inducted thirty-one members during the past year. The most recent induction was honored by Mr. Weldon Schumacher, President of the American Optical Company, who spoke at the ceremonies.

The following young people have been inducted into the society during the past year:

March 1958

Seniors

Joseph Adamick
Richard Bozzo
Rita Carmel
Marilyn Bucknam
Maryellen Higgins
Curtis Litchfield
Joseph Salviuolo
Marion Snow
Jean Undergraves

Juniors

Kathryn Berry
Margaret Bumpus
Elisabeth Coderre
Patricia Duclos
Jacqueline Lapointe
Elaine Robida
Joan Rubenstein
Peter Ryan

November 1958

Seniors

Leo Boucher
Gordon Hackett

Juniors

Linda Ashton
Rita Belanger
Stuart Bowen
Dorothy Damian
Bruce Guardiani
Margaret Hughes
Susan Koprowski
Dolores Lach
Judith Page
Nancy Palmerino
Marion Postemski
Ursula Szydluk

Assemblies

Assemblies are held every other week. These assemblies are of immense value to any student body inasmuch as they are not only educational but explore the various phases of school life. Furthermore, they widen and deepen the interest of the pupils and serve as a means of developing public opinion and appreciation. The types of assemblies fall into many categories, such as:

1. Education
2. Music
3. Rallies
4. Drama
5. Club Programs
6. Movies
7. Entertainment
8. Honor Society Installation
9. Science
10. Commerce and Business
11. Observance of Special Days
12. Guidance

The assemblies are held in the auditorium of the high school.

Recommendations

There are several recommendations I would like to make at this time:

1. That the town look to the future and purchase land for the erection of a six-year high school. Suitable sites for such a school are being sold and developed for other purposes.

2. That a teacher-librarian be appointed.

3. That more lockers be installed until enough are furnished to take care of all pupils' personal belongings, coats, rubbers, etc.

4. That the industrial arts program be expanded in order that those pupils who are not interested in a trade education may have the benefit from allied courses.

5. That a biology laboratory be installed so that pupils may conduct experiments to increase their interest in the subject.

6. That money be appropriated for assembly programs.

7. That after ten years of consecutive service, teachers and administrators be given a sabbatical leave at full pay for professional study or travel.

8. That a yearly allotment of not less than \$1,500 be appropriated for the band—an unusually worthy group which has been forced to be self-supporting.

I wish to express my appreciation to the townspeople for their continued efforts in behalf of the Mary E. Wells High School, and I extend my thanks to the School Department for support.

* * *

REPORT OF THE DIRECTOR OF UNIVERSITY EXTENSION AND EVENING VOCATIONAL COURSES

DR. JAMES M. ROBERTSON, Director

Classes in evening vocational subjects were offered again

this year and proved to be very well attended. The following vocational classes were started in November:

Elementary Sewing	Two classes
Children's Clothing	One class
Advanced Dressmaking	One class
Tailoring	One class
Cooking	One class

University Extension classes were offered in the commercial and academic fields:

Elementary Typewriting

Parts I and II	One class
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Elementary Russian

Part I	One class
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These classes were conducted under the supervision of the State Department of Education and were instructed by accredited teachers.

Other classes in the vocational, commercial, and academic fields will be offered when the demand for them is sufficient to form such classes.

* * *

REPORT OF COLE TRADE HIGH SCHOOL

RAYMOND L. W. BENOIT, Director

The problem of space, which would meet the needs of the evergrowing list of candidates who wish to enter the Cole Trade High School, still remains to be solved. We again invited the building specialist from the Boston Office of Vocational Education to assist us with this problem. We have submitted a plan which has been approved by the State Department and will satisfy the needs of the Townspeople. This plan is being submitted for the approval of the Townspeople.

This school year we complied with the wishes of the School Committee and made sure that any qualified local boys were given preference. In spite of this, we still had a "waiting list" of boys, all of whom have been absorbed at this time.

We were given permission by the Department of Vocational Education to substitute Academic Algebra I for Industrial History. This change means that we are now offering Academic Algebra I, Plane Geometry and Trigonometry, as well as Related Algebra, Geometry and Trigonometry.

Cabinetmakers

George Edward Butler
Joseph Edward Gauthier
Russell Arthur Marand
Joseph Andrew Perron

Draftsmen

George Alfred Beaupre
Richard D. Courtemanche
Alfred R. DiBonaventura
Bernard Paul Karbowski

Arthur Donald Lafortune
Ronald Eugene Tremblay

Joseph Normand Prunier

Electricians

Febo Ciccotelli
Raymond Leo Freniere
Richard Victor Garceau
Edwin Charles Griggs

Machinists

Kenneth Wilfred Comeau
Paul Gervasi, Jr.
John Vincent Kopas, III
Edward Allen Partlow
Lee Armand Partlow

Metalsmiths

Bernard M. Beauregard
Carl Edward Buckner
Douglas Curt Detarando
Roger Ludger Larochelle

Class Officers

President Alfred DiBonaventura
Vice President Ronald Tremblay
Treasurer Lee Armand Partlow
Secretary Carl Buckner
Class Advisor Mr. Robert V. Beals

Awards

American Legion Post 31 Award
(Good Citizenship) Lee Armand Partlow
Director's Gold "C" Joseph Gauthier
English Bernard Karbowski
History Bernard Karbowski
Mathematics Alfred DiBonaventura
Science Alfred DiBonaventura

Cole Trade High Evening School Division

Woodworking

Mr. David F. Knight 21

Drafting

Mr. George H. Braman 28

Machine

Mr. Edwin J. Waskiewicz 13

Furniture Refinishing

Mrs. Margaret B. Baybutt 32
Mr. Antonio Orsini 15

Apprentices

Mr. Frank P. Skinyon 11

120

In conclusion, I thank the Townspeople, the School Committee, the Advisory Board, the Superintendent of Schools, the Faculty, the Office Staffs, and our Custodian for their valuable aid in helping to make the Vocational Education program a success in the Town of Southbridge.

* * *

REPORT OF SCHOOL HEALTH DEPARTMENT

LOTTIE A. LE BLANC, R. N.

Public School Nurse

I herewith submit the report of the School Health Department for the year ending December 31, 1958.

Nine hundred and seven physical examinations were given to public school children. As a result, one hundred and four defects were found and notices were mailed to parents for their immediate attention. The reasons for these defects were: teeth, feet, throat, skin, hernia, obesity, eyes, ears, heart, and posture.

There were three hundred and seventy-nine visits made to the various public schools. On these visits many activities are performed, such as physical examinations, vision tests, hearing tests, first aid, conferences with school personnel, inspection of heads, conferences with students, and accurate recordings on Health Records. The Massachusetts Vision Test, required under the State Law, was completed in all schools. One thousand three hundred and twenty-four pupils were screened and eighty-two notices were mailed to parents informing them of their failures in passing the vision test. The Massachusetts Hearing machine which is the group, pure-tone test instrument was used in testing one thousand six hundred and sixty-five pupils. Seventy-three who failed to make a perfect score were retested individually, and seventy-three notices were mailed to parents informing them of their child's failing the hearing test. First Aid was rendered to two hundred and fifty pupils. Two hundred and thirty-seven home visits were made and two thousand nine hundred and eighteen conferences were held in reference to school health problems.

One hundred and sixty-nine pupils received dental care at the Dental Clinic. Three hundred and sixty-four children received regular inoculations, and four hundred and eighty-three received booster doses at the Toxoid Clinics given at the Town Hall. Parents are now aware of the value of this treatment for the prevention of diphtheria, and each year we find that more children have been immunized before they enter school. Registration of pre-school children was conducted by the Board of Health and the School Health Department. A total of two hundred and thirty-eight children registered for the first grade, plus twenty-five more who registered at a later date.

The State Law, prohibiting the employment in schools of persons with tuberculosis, made it necessary to have the parochial and public school personnel X-Rayed. A mobile unit provided by the Southern Worcester County Health Association rendered this service for two hundred and forty-four persons on December 19 in the Town Hall. This included school personnel from Sturbridge and Charlton.

The Salvation Army made it possible to send three needy children to Camp Wonderland, Sharon, Massachusetts, and a prominent club in Southbridge, Massachusetts, sponsored a needy child to attend Camp Lemieux for a week in Leicester, Massachusetts.

Also through this office, our needy children were cared for. Clothing was furnished to fifteen children during the year; lenses were secured for four; hot lunches were provided for four; five were seen by an eye specialist; eight were referred for dental care; one was seen by an ear specialist; and a tonsillectomy was performed by one of our local physicians, who donated his services. Two children were referred to the State Crippled Children's Clinic; one was provided with a hearing aid and referred to the Worcester Hearing League for Lip Reading Classes.

The Census of the Blind and the Census of the Physically Handicapped Children were completed and forwarded to the Board of Education. The report of the Hearing Conservation Program, and the report of the Vision Conservation Program were forwarded to the Department of Public Health. Six home teachers were provided for physically handicapped children unable to attend school. Clear Type books were ordered from the Massachusetts Division of the Blind for two children. A Talking-Book machine was ordered from the Department of Education for a child, and an appointment was made for a child to be tested at the Belchertown State School.

Students, in grades five, six, seven, eight, nine, ten, eleven, and twelve were given the opportunity to participate in the diabetic survey. A total of two thousand and fifty-six students took advantage of this service. One thousand three hundred and twelve students from the public schools, and seven hundred and forty-four students from the parochial schools participated. Two children were referred to their family physician for further study.

That such a tremendous amount of work has been done is possible only through the generosity of some of the civic-minded and kind friends of the children. In their name I am most thankful and I express my appreciation to all school personnel for their cooperation — this helped immeasurably — and also to everyone who contributed in any way to the success of our 1958 Health Program.

In conclusion, I wish to take this opportunity to thank our School Physicians and our Superintendent of Schools who have helped us in the School Health Department to carry out all phases of our work more efficiently.

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REPORT OF PLAYGROUND DEPARTMENT

DR. LEWIS A. KYRIOS, Director

The playground season began on July 7 and ended on August 15, a period of six weeks. The activities were conducted at the following areas: Charlton Street, Eastford Road, West Street, Pleasant Street, and the Town Hall.

Personnel

Dr. Lewis A. Kyrios — Director

Mrs. Kathryn Beauregard — Supervisor of Arts and Crafts

Pleasant Street

Supervisor Mr. Donald Marino
Assistants Miss Diane McKinstry, Miss Judith
Wood, Miss Susan Colognesi

Eastford Road

Supervisor Mr. Vincent Puracchio
Assistants Miss Barbara Michaels
and Miss Louise Lataille

West Street

Supervisor Miss Kathryn Hart
Assistants Miss Elisabeth Coderre, Miss Louise
Gravel and Mr. Richard Farland

Charlton Street

Supervisor Mr. Anthony Sapienza
Assistants Miss Ada Tieri, Miss Barbara
Strenk and Miss Mary Spielman

Enrollment and Attendance

Total Enrollment	1160
Average Daily Attendance	480
Largest Daily Attendance	640

Activities

Inter-playground competition in softball, volley ball, and dodge ball was offered. Zellball, horseshoes, and croquet were presented as intra-playground activities. Singing games, quiet games, as well as slides, jungle gym, and sandbox activities were listed for the "little people".

Arts and Crafts

The Arts and Crafts exhibit was held in the Town Hall on August 13 from 2:00 P. M. to 4:00 P. M. and from 7:00 P. M. to 9:00 P. M. Over four thousand items were displayed. Mrs. Kathryn Beauregard was in charge of the exhibitions, and many parents and friends of the children attended.

Safety Program

The Safety Program was very successful, and the results were excellent. There were no major accidents.

* * *

REPORT OF THE GUIDANCE AND PLACEMENT DEPARTMENT

GILBERT O. LAMARRE, Director

CONSTANCE E. LANGLOIS, Girls' Counselor

The sole purpose of the guidance program is to help the individual as an individual and as a member of society. It is the work of the Guidance Department to get to know each individual pupil as a total, functioning person — his aptitudes, capabilities, interests, ambitions, and needs — and all the data that can be acquired and used for his advantage.

What, then, are the specific services of the Guidance Department?

1. **Testing:** Tests are given on all the grade levels. These tests are scored, psychometric profiles are drawn up and the results are evaluated in terms of student needs. The tests are only instruments to help the counselors discover aptitudes, needs, and interests of individuals. In addition to the numerous group tests, individual tests are administered to students who have special problems.

Here is the Annual Testing Program of the Southbridge Public Schools:

Elementary Schools Achievement Test Battery

Grade II	Metropolitan Achievement Test Primary II
Grade III	Metropolitan Achievement Test Elementary Battery
Grade IV	California Achievement Test Elementary Battery
Grade V	California Achievement Test Elementary Battery
Grade VI	California Achievement Test Elementary Battery
Grade VII	California Achievement Test Intermediate Battery

Grade VIII

California Achievement Tests:
Reading, Arithmetic, Language

Mental Ability Tests

Grade I	California Test of Mental Maturity Primary Battery
Grade IV	California Test of Mental Maturity Elementary Battery
Grade VII	California Test of Mental Maturity Intermediate Battery

Grade VIII:

Differential Aptitude Tests: Verbal Reasoning, Numerical Ability, Abstract Reasoning, Space Relations, Mechanical Reasoning, Clerical Speed and Accuracy, Language Usage.

Henmon-Nelson Intelligence Test

Mary E. Wells High School

Grade IX:

Kuder Preference Record Inventory
California Mental Maturity — Intermediate
S. R. A. Reading Record

Grade XI:

Boston University Test Battery:
1. California Short-Form Test of Mental Maturity Advanced (1950 series)
2. Co-operative English Test CI: Reading Comprehension Form Y
3. Minnesota Paper Form Board: MA
4. Minnesota Clerical Test
5. California Occupational Interest Inventory
National Merit Scholarship Examination

Grade XII:

School and College Ability Test
College Entrance Examinations
Scholarship Qualifying Test

Grades IX, X, XI, XII:

Co-operative Tests:
English, Mathematics, Social Studies, Languages,
Science

Cole Trade High School

Grade IX:

1. Henmon-Nelson MA Series
2. California Mental Maturity
3. S. R. A. Mechanical Aptitude
4. S. R. A. Reading Record
5. Macquarrie Test for Mechanical Ability

6. Minnesota Paper Form Board Test

Grade XI:

Boston University Test Battery

1. California Short-Form Test of Mental Maturity:
Advanced (1950 Series)
2. Co-operative English Test CI:
Reading Comprehension, Form Y
3. Minnesota Paper Form Board: MA
4. Minnesota Clerical Test
5. California Occupational Interest Inventory

2. **Counseling:** In order to help students select the proper courses of study and the proper schools or careers, the guidance personnel provides group guidance talks, personal interviews, field trips, and parent-teacher-pupil conferences.

In 1958, ninety-two students visited a total of sixteen colleges, nursing, secretarial, and technical schools.

In September, 1958, a Girls' Counselor in the person of Miss Constance E. Langlois was added to our staff. Her help in counseling the girls has truly improved the guidance services.

3. **College and Occupational Information:** Information about colleges and future occupations is readily had in the Guidance Office. Applications to colleges, local or college scholarship information, and college board examination bulletins of information are all in the realm of the guidance services.

The graduating class of 1958 was an exceptional one. Here is a composite picture of what happened to the graduates:

Students	Number	Percent- age
Entering Degree Granting Colleges	28	38.35%
Entering Nursing Schools	9	12.34%
Entering Other Schools	7	9.59%
Continuing their Education Beyond the High School	44	60.28%
Entering the Armed Forces	8	10.95%
Entering the Labor Market	21	28.77%
	<hr/> 73	<hr/> 100.00%

4. **Job Placement:** Part-time employment of pupils is fostered by the placement organization of the Guidance Department. From January to June 1958, student employment was very low. From September to December 1958, twenty-seven part-time jobs in local industries and businesses were filled by our students. Industry and business managers notify the school of such vacancies, and the guidance personnel helps to put the right person in the right job.

Recommendations

1. For the welfare of the students who have emotional problems, we would recommend that a visiting school psychologist or psychiatrist be provided for the Guidance Department referrals.

2. A remedial reading program should also be introduced in our school system because many individuals need remedial reading courses. This fact was again brought out in the diagnostic reading tests administered in October.

In conclusion, we wish to thank Mr. Robert L. Fox who is forever encouraging and helping us; the School Nurses, without whom we would be lost in many of our special cases; the school administrators who aid us constantly in our daily endeavors to help students; and, finally, we wish to thank all the teachers for their cooperation in all fields of our work. Without all these co-operating agencies, our guidance services would be fruitless.

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REPORT OF INSTRUMENTAL MUSIC DEPARTMENT

PAUL J. SWEET, Director

Summing up the results of the instrumental music department for the year 1958, I would like to say that the over-all picture was one of constant growth in the number of students taking part in the program.

The Junior Band was the largest we have had to date. The Band made several public appearances: an annual spring concert, the Memorial Day parade, the Jaycee Junior Olympics, and the opening game of the Little League baseball team. The Band paraded for the firemen's Fire Prevention Week, and it closed the year's activities by playing for the eighth grade graduation.

The High School Band, likewise, had a busy year. The members started the year by participating in the annual Music Festival, conducted under the auspices of the Massachusetts Music Educators' Association, Central Division, which took place May 3 in Winchendon, Massachusetts. They received a judges' rating of 97 per cent.

Following the Festival, the Band's local annual spring concert was held in the Town Hall. The group performed to a capacity audience. The Band performed at several school assemblies, as well as at the local and out-of-town football games.

The group ended the year by combining with the school's Chorus and Glee Club to present a Christmas assembly concert.

In November, a new group of fifth graders were started on various instruments. The total number of students now taking part in this program is about 130. Another sizeable

group could be started in the sixth through eighth grades if added help were available.

A plan that has been in my mind for some time has begun to materialize in the form of encouraging music students to take private lessons. To that end I have been able to bring in a professional brass instrument teacher. After the first of the year, another man, who is a competent instructor on flute and various reed instruments, will begin to give lessons. I hope to continue along these lines until I have teachers for the various instruments. This idea could very well be carried over into the string instruments, such as violin, cello, and string bass.

The social highlight of the year, for the High School Band, was the Christmas Party sponsored by the newly formed Band Parents' Club at the Hamilton Rod and Gun Club. Dancing took place from 8:30 P. M. to 11 P. M. Refreshments were served and presents were exchanged.

I am indebted to the Superintendent for having seen fit to purchase a new bass clarinet and an alto clarinet for the Band. These instruments will be included in the Band next year and they will add substantially to the Band's tonal quality.

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REPORT OF CHORAL MUSIC DEPARTMENT **Grades VII - XII**

JUDITH A. BROCKWAY, Supervisor

The Choral Music Department has been very busy since September, 1958. In the high school we have formed two groups—the A Capella Chorus, a mixed group of members selected after auditions, and the Girls' Glee Club to which any high school girl with the desire to sing may belong. Both groups have appeared in school assemblies at Thanksgiving, the Honor Society Induction, and two Christmas assemblies. They have also presented a Christmas program for the Women's Fellowship.

On November 6, four high school students traveled to Shrewsbury to take part in the All District Chorus for the first rehearsal. The next day these same pupils again rehearsed, and that evening they presented a concert at the new Burncoat Junior High School in Worcester.

Three of these same students also auditioned, in December, for the All State Chorus. This chorus will number about 150 students from Massachusetts who have been in the various All District Choruses, and who have been selected after the auditions.

The Trade High School Chorus is made up of twenty-eight members, selected after auditions. These boys have been rehearsing an hour a week in the Wells High School auditorium. Many of these boys have very nice voices, and it is gratifying

to have them feel that they want to make music a part of their high school training.

The eighth graders have done extensive work in music theory to establish a good foundation for accurate music reading and comprehension. Without this basis, effective and rapid sight-reading is impossible. They have also studied American folk songs including: sea chanteys, mountain melodies, Negro spirituals and work songs, western songs, and square dance tunes.

Much study has been put into rounds and various types of canon in the seventh grades. Work on these two types of music helps greatly in the development of independence in part-singing. Thanksgiving and Christmas music was discussed thoroughly as each occasion arose, bringing in the background of the various songs, as well as customs of America and foreign countries in connection with these holidays.

We are very grateful to the School Committee for the purchase of a new grand piano in the high school. It was very much needed and has already proved to be a great asset.

I thank Mr. Fox, Superintendent of Schools, and all my fellow-teachers for their co-operation, help, and understanding. I should like to urge the parents to encourage their children, who have any interest and talent in music, to take advantage of their public school music program. This music program is maintained for them. Fuller participation will enable us to expand our activities and thereby benefit the students to a greater extent.

* * *

REPORT OF SCHOOL CAFETERIA

EDITH M. FREEMAN, Supervisor

Several physical changes were made in the cafeteria this past year. Partitions were removed, and new tables and chairs were installed to provide faster service of milk and ice cream for the lunch carriers. This arrangement also speeds up the service line of those who partake of the regular lunches. Attractive drapes were added to the windows, and the walls were decorated. In addition a new storeroom and a refrigerator room were added for better ventilation.

A new State Law requires that teachers receive one half hour for lunch; accordingly, the lunch hour has been extended. Three women have been hired to supervise children during a two-hour period so that teachers can be relieved of this duty.

The number of lunches served daily is gradually increasing. The highlights of the year were the Thanksgiving and Christmas dinners serving 540.

I would like to thank the Southbridge Evening Women's Club for the generous contribution for free lunches and milk

for needy children. This provided the hot lunches so essential to them.

* * *

REPORT OF PHYSICAL EDUCATION DEPARTMENT

DR. LEWIS A. KYRIOS, Director

The purpose of our Physical Education Program is to develop each individual to his greatest possible physical capacity within the range of accepted educational objectives. This physical capacity implies development of skill and ability, as well as organic development. Strength, vigor, vitality, and neuromuscular coordination must be a part of the development of the physical capacities of youth.

Our Physical Education Program has been organized into three distinct phases: gym classes, the controlled recess program, and the after-school athletic program.

Regular gym classes are offered to all the students in grades six, seven, the Special Classes, and the students of the Cole Trade High School. One period a week is allocated for this purpose. The following units are a part of the program: formalized activities, stunts, self-testing activities, tumbling, pyramid skills, group games, and testing. The activities selected are based on the abilities of each grade.

The controlled recess program has been planned for all students in grades one to five inclusive. It has been designed to provide students with opportunities to learn basic skills; to develop good health and safety habits; and to encourage leadership and good sportsmanship. Twenty minutes a day is given to each grade for this program. A definite time schedule has been introduced to allow maximum use of area facilities and equipment, and to insure safe participation for all students.

In the after-school athletic program, boys play touch football, basketball, and baseball, while the girls participate in basketball and softball. All the students participating in these activities are properly clothed and supervised by their coaches. Opportunity for participation is the theme of this phase of our Physical Education Program.

Physical Fitness and Proficiency Tests. The purpose of these tests is to stimulate the interest and effort of our students toward physical fitness by providing progressive tests of speed, strength, agility, and endurance as standards against which they may match their abilities and their progress. The results are evaluated and used as bases for adjustments in our Physical Education Program. All the students of Cole Trade High School were given a series of these tests which included the following events: sprints, sit-up, pull-up, standing broad jump, push-up, and walk and run. A certificate of achievement was issued to each individual who passed the tests.

The results indicated that over seventy percent of the students have successfully passed the requirements. The results also revealed that special attention to certain phases of physical fitness is needed. In this area of special attention the program has been adjusted.

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REPORT OF ART DEPARTMENT

CLAIRE BIRTZ, Director

The integrated Art Program of the elementary schools of Southbridge is being carried on with the help of classroom teachers. Since both elementary art and high school art are taught by one teacher, the time allotted to both elementary and high school is necessarily limited.

The Workshop in Art held last March proved to be a very stimulating experience for all, and classroom teachers showed great willingness and ability to take over the many lessons in art which they must handle alone.

Youngsters who graduate from our elementary school system have received a good foundation in art. With this training it is now possible for high school students at Mary E. Wells to go on to more advanced work. Students with superior ability are doing serious art work. This was evident during National Art Week, this past November, when townspeople and high school students featured their art work. However, as art is taught at Mary E. Wells High School on a part-time basis, art students are greatly handicapped.

We are in desperate need of a larger and more modern art studio with northern exposure and up-to-date lighting. It should provide for the use of the fine visual aids material now available.

Modern and well-lighted display cases, placed at strategic points in the school in which loan exhibitions of paintings and creative work are displayed, would help broaden the practical understanding and appreciation of art of the whole student body.

A modern art room would, of necessity, include a painting area and a craft center, with small kiln and space to store and to display work done by students. Such a room could be of great interest to students who are not particularly adept in fine arts but who derive great satisfaction from doing things with their hands. New Englanders have always been noted for their skills and craftsmanship.

With the great revival of all types of arts and crafts, we may be able to encourage potentially outstanding craftsmen in our midst. There should be a teacher in the art room at all times so that students could come in and work as they wish to do in their leisure time.

A combination of studio and craft center could become the focal point not only of high school students but also of our townspeople, too. Many adults in Southbridge are interested in art, but there are few opportunities for them to view the many fine exhibitions which could be brought to a good art center.

A modern art center in our high school not only would enrich the lives of the whole student body, but could with proper guidance become the cultural center of our town because art is helpful to many people in many ways. Art is for everyone.

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REPORT OF ADULT CIVIC EDUCATION DEPARTMENT

CONSTANCE M. L'ECUYER, Director

There have been a few changes made in the Immigration and Naturalization laws which have a bearing on the children of American-born citizens and the children of naturalized citizens who have been living outside the United States. The children can, up to the day of their twenty-first birthday, gain citizenship through their parents. This is called Derivative Citizenship and can be derived through either parent. In the last few years only children under sixteen could be so accommodated. Wives or husbands of citizens can file after three years of residence in the United States.

Everyone must still submit to fingerprinting before being called for questioning. The Southbridge Police Department is always willing to do this for anyone who desires such a service. The person applying for citizenship does not have to go to Worcester for this fingerprinting.

A person who is over fifty years of age and who has lived in the United States at least twenty years is not required to read or write the English language. He is required, however, to understand and to know American History and Government. An interpreter may go with him when he is questioned.

The primary aim in our Evening Adult Civic Education classes is to give these newcomers to the United States an immediate English speaking- and reading-vocabulary. This year we have many Puerto Ricans attending evening classes. Although these people are citizens, their knowledge of the language is most limited, and they are very eager to learn. It was with trepidation that they came to school at first because they thought the community was hostile to them. When they learned that so many countries were represented in the classes and each was anxious to learn and make a new start in life, their attitude and effort changed. Socially and emotionally, there was immediate favorable reaction.

Most of the people attending classes this year have had

their education cut short because of war in Europe. These adults, with children of their own, are most anxious to learn in order to keep up with the little ones. They seek correct speech and grammar, and they practice this in the Intermediate class. Beginners wish comprehension of reading and correct pronunciation.

Ages in our classes this year run from 7 years to 65 years. The greatest number are in the twenty-to-forty age group.

As the local Civic Education Director, I have been pleased to have mothers who were born here, but who have been recently naturalized, immediately have all papers made out for the whole family of children and also the father. In this way, the children will be eligible for Derivative Citizenship, and the father can obtain citizenship faster than he could alone.

The Community is certainly fulfilling its obligation and responsibility to those desiring help. During the year, the filing of papers, filling out of applications, provision for the immigration of parents or relatives, and assistance with the Alien Address Reports are given.

Private help to people who follow a Home Study Course is given. These people are unable to attend regular evening classes. Thus, the Adult Civic Education Division of the Southbridge School Department tries in every way to fulfill its function of giving aid to recent immigrants to these shores, as well as to those who have been with us for a longer period of time. It is willing to help at all times.

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ANNUAL MUSIC REPORT

GAIL M. GRIFFIN

Elementary Vocal Music Supervisor

During the past year the many changes in the elementary school administration in Southbridge have necessitated corresponding changes in the music program. In some cases these changes have been, I feel, for the better, but, unfortunately, this has not always been the rule. Below I will list some of the differences in the music program of this year compared to that of last year at the same time.

This year all supervisors (art, music, band, and physical education) are teaching in the same building on the same day. For example, on Mondays, all supervisors teach at the Charlton Street School. In some ways this system has proved to be most beneficial to teachers, students, and supervisors. I find that there is a much better correlation between subjects than there was in the past. This is especially true of music and art. But the system can also cause confusion, especially in the lower grades. I have noticed that in the lower grades the children become so excited that it is difficult for them to concentrate on

the present subject. Sometimes by mid-afternoon, the children are too tired to accomplish very much. Also, the music classes have not been able to use the gyms for folk or square dancing or musical games because the gyms are being used by the physical education classes. However, I feel that both these complaints are small matters and may be completely eliminated as time goes on and the programs run more smoothly.

This past year all the grades with the exception of the first, have concentrated a great deal on music theory, and the study of the famous composers. This phase of music study has already begun to yield dividends as the children have become more aware of the classical music that they hear on the radio and television. In order to appreciate classical music it is necessary to first understand it. With understanding comes tolerance and discrimination. Young boys and girls are not so apt to condemn operas and symphonies when they have heard and discussed examples of each, and they may even discover, to their surprise, that they may like what they hear. In the next few weeks the third and fourth graders are going to be tested on the theory of note reading and finding "do" that they have studied. The fifth and sixth graders will also be tested on their increased knowledge of these subjects plus time, rhythm, musical definitions, and famous composers. In the near future these grades plan to hear some of the works written by these men that they have studied about. Of course, the second graders only skim the surface of musical theory. But these youngsters have been learning the scale, and in some cases, have started to learn something about rhythm in music. First graders listen and learn by imitating.

The fifth and sixth graders have begun to do some individual work on to auto-harp, a simple stringed instrument that can easily be operated to produce a pleasing song. As the year progresses we plan to spend much more time on this instrument, as it is especially effective as an accompaniment to singing. Although it will take the children some time before they can produce a tune on the auto-harp I feel that the extra work is worth while because people learn more readily by doing than by listening. This instrument will be invaluable in two and three part singing.

When the weather is more pleasant I plan to take the children outside for a musical game and dancing lesson. These active sessions are most enjoyable and relieve the monotony of indoor singing lessons.

It is evident that the work in the past year in theory, note reading, singing and dancing has been beneficial to a great number of the pupils. They have become increasingly aware of the ever-broadening horizons of music in the world of today. This is most important; because in this modern age of tele-

vision, radios, movies, record give-aways, and record players, the man who does not like music and can not understand it is truly unhappy. Music is all around us; we can not escape it no matter how hard we may try!

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REPORT OF THE AUDIO-VISUAL AIDS DEPARTMENT

EDWARD J. DESROCHES, Director

Education at this moment is profoundly stirred. In a sense a great awakening is taking place. And most significant, the stirring appears to be coming from within. Broad and fundamental changes are beginning to form in the minds of educators generally. It is almost universally agreed that the next ten years can witness the most striking progress in the whole history of education. A major part of this progress, it is further agreed, will be in the area of instructional methods and materials.

The problems of education — bulging enrollments, shortages of classrooms and teachers, rapid and extensive increases in knowledge to be taught, and a world in which that knowledge and its intelligent application have suddenly become vital — are forcing upon us a complete re-evaluation of our entire instructional program. This, in turn, is leading to an even greater recognition of the indispensable role played by audio-visual materials in the instructional program.

The National Defense Education Act which will provide matching funds to communities for the purchase of audio-visual materials and equipment is itself dramatic testimony of the kind of recognition the Federal Government is giving to the audio-visual movement. Certain states are now requiring teachers to show at least three semester hours of work in audio-visual education before certification is granted. Most schools of education today require training in audio-visual education before graduation.

Such is the status of audio-visual instruction today, and it is in such a context that our audio-visual program should be viewed.

Change of Location

As part of the over-all plan to increase the educational facilities of the High School — new science room, school library, etc. — the Audio-Visual Aids Department was moved to a newly created room immediately adjoining the area which will eventually serve as our school library. This is a very logical and desirable change. It represents the type of facility organization that is incorporated in most well-planned educational plants. By joining the audio-visual department with the library, the services of both as resource areas of educational

materials are greatly facilitated. The teacher's needs for educational materials are completely satisfied in one main location. This usually encourages the teacher to make greater use of both services; and this, in turn, usually results in a more enriched educational program. That should be our aim and the sole purpose for the existence of the Audio-Visual Aids Department.

Teacher Training

Training periods in the operation and use of the 16mm sound projector were conducted in each elementary school during the month of September. The program gave every elementary teacher an opportunity to develop the skills needed for the efficient use of this important tool of education.

As a result, more elementary teachers are now operating their own projectors instead of depending on fellow teachers or the building principal. This is an encouraging development. It should undoubtedly lead to a more extensive use of the instructional film in our educational program.

Projectionist Squad

Students selected and trained by the director in the use and care of audio-visual equipment and materials make up the Projectionist Squad. These students render an invaluable service to the Department and to the teachers.

Under the supervision of the director, they receive, check, and deliver materials; splice films; prepare films for mailing; help in the cataloging of new materials; operate the PA system at assemblies and dances; set up various pieces of audio-visual equipment for teachers; and, when necessary, operate the equipment for teachers.

Audio-Visual Uses

The educational film continued to receive the greatest emphasis in the instructional program during 1958. A total of 230 films were used in the following programs: Elementary, High School, Trade School, and Guidance.

Films used in the elementary schools were selected by grades in the spring when all elementary school teachers met with the director in the High School cafeteria. Organized by grades, they selected their films for the coming school year. Then, as soon as the director had booked all films, a master film schedule, showing all films coming into the building, was prepared and given to each building principal to post on the office bulletin board. Along with the master schedule, each teacher received her own individual schedule of the films which she had selected together with other teachers of the same grade. In this way, each teacher knew well in advance the

film she was to use. Knowing this, she could then proceed to prepare her class for the coming film and thus really "use" the film instead of merely showing it.

Another valuable help provided for the teacher was the "Teacher's Guide". Every film used in the program was accompanied by a "Teacher's Guide". The director placed in each elementary school a loose-leaf folder containing a guide for each film coming to the building. Distribution of the appropriate guides to teachers was done by the building principal a week before the films were due to arrive at the school. Since each guide introduces the teacher to film content, methods and techniques of use, and follow-up activities, it becomes another real help to the conscientious teacher.

In addition to the film, the other instructional materials which received the most attention during 1958 were the film-strip, lantern slide, record, and tape recording.

New Equipment and Materials

One of the main objectives of the Audio-Visual Aids Department was finally achieved in 1958 by the purchase of a new Bell and Howell sound projector.

The placement of this piece of equipment at Eastford Road School marked an important milestone in the audio-visual program. It is the last school to be equipped with a sound projector of its own. Now every school in the system has its own projector. With this important teaching tool right in the building, readily available to teachers every day of the week, more extensive use of the educational film will be greatly facilitated.

A filmstrip cabinet with a storage capacity of 1080 filmstrips was also purchased in 1958. A complete plan for storing, checking, and distributing filmstrips came with the cabinet. To take advantage of the plan necessitated a complete recataloging of all filmstrips in the Department. This was done because it was felt that the added features of the plan certainly justified the additional work. A new catalog using the format suggested will be completed and distributed to the teachers in the early part of 1959.

Other materials purchased in 1958 included tapes, records, and filmstrips. All were purchased at the request of teachers who had viewed or auditioned the materials.

Community Service

During the year, the services of the Department were extended to many organizations in the community. Equipment and operators (in some cases the director himself) were provided for the following: Junior Chamber of Commerce, Rotary Club, Knights of Columbus, Exchange Club, Mothers Club,

Association for the Mentally Retarded, Pilsudski Polish-American Club, Office of Civil Defense, Boosters Club, Sitzmarkers Ski Club, and the Jacob Edwards Public Library.

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Conclusion

I wish to express my appreciation to the School Committee for its friendly advice, wise counsel, and encouragement; to members of the school staff for their loyalty to the profession of which they are members; to the Parent-Teacher Associations for their diligence in promoting better understanding between home and school; and to the town departments, other organizations, and people who have been helpful during the past year.

Respectfully submitted,
ROBERT L. FOX,
Superintendent.

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